DOCUMENT RESUME

ED 176 207 CS 004 915

TITLE	R&D Speaks in Reading: Research for Practitioners; Proceedings of a Reading Conference.
INSTITUTION	Southwest Educational Development Lab., Austin, Tex.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	May 79
GRANT	OB-NIE-G-78-0108
NOTE	73p.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Class Management; *Class Organization; Discipline; *Educational Research; Misbehavior; *Reading Comprehension; Reading Instruction; *Reading Research; *Teacher Behavior; Teaching Techniques

ABSTRACT

This report presents a synthesis of a day-and-a-half interactive conference on research and development in reading attended by a group of reading specialists from Arkansas, Louisiana, New Mexico, Oklahoma, and Texas representing their state departments of education. It includes the two presentations "A Sampling of Research Within Reach" by Phyllis Weaver, which deals with understanding reading comprehension and gives suggestions for teaching reading comprehension and "Effective Classroom Management" by Linda Anderson, which discusses effective classroom management and discipline that will provide the optimum learning situation for children. The short exercises used by each presenter to facilitate discussion as well as participant responses to the program, an agenda, and a list of materials displayed at the conference are included. (MKM)

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ED176207

R&D SPEAKS IN READING:

RESEARCH FOR PRACTITIONERS

Proceedings of a Reading Conference

May 1979

CS004915

Regional Exchange Project
Southwest Educational Development Laboratory
Austin, Texas

FUNDING INFORMATION

PROJECT TITLE: Regional Exchange Project

GRANT NUMBER: OB-NIE-G-78-0108

SOURCE OF GRANT: Department of Health, Education, and Welfare
National Institute of Education
Washington, D.C.

CONTRACTOR: Southwest Educational Development Laboratory
Austin, Texas

PROJECT STAFF: Preston C. Kronkosky (Director), Sharon Adams, Jan Schechter, Karen Olsen, Nancy Baker Jones, Morrie Schulman, Jack Lumbley, Barbara Dupree, Teri Aleman

DISCLAIMER: The project presented or reported herein was performed pursuant to a grant from the National Institute of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

FOREWORD

The SEDL Regional Exchange (SEDL/RX) Project has provided information and technical assistance services since October, 1976 to educators in five states: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. It is one of seven Regional Exchanges in the nation-wide Research & Development Exchange (RDx), funded by the National Institute of Education, which lists as a major goal the dissemination of information about educational research and development (R&D). To assist in accomplishing this goal, the SEDL/RX staff designed and sponsored the R&D Speaks in Reading conference in Dallas, Texas on November 16 and 17, 1978. In an effort to record and pass on to others some of the experience and knowledge that was shared during that day and a half meeting, this document, R&D Speaks in Reading: Research for Practitioners, was compiled.

This is the first of a series of such "R&D Speaks" conferences on various topics which will be sponsored by the SEDL/RX during the upcoming year. These conferences will provide opportunities for sharing, communication, and growth between researchers, clients, and users of the knowledge and products of educational research and development.

James H. Perry
Executive Director
April, 1979

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I. INTRODUCTION

The following pages present the substance of R&D Speaks in Reading, a day and a half conference which took place in November 1978, with a group of reading specialists from Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. These educators met in Dallas, Texas to examine and discuss selected topics in reading research and classroom management. This gathering was the result of many hours of planning, telephoning, meeting, and discussing by the staff of the Regional Exchange (RX), a National Institute of Education (NIE)-funded dissemination project housed at the Southwest Educational Development Laboratory (SEDL) in Austin, Texas. Each state education agency was invited to send three representatives to the conference, including such people as state-level reading consultants, Right-to-Read staff and reading specialists from local and intermediate education agencies. The SEDL/RX proposed that the conference should provide participants exposure to outcomes of selected topics in educational research and development and, in turn, provide researchers an opportunity to hear the concerns, questions, and experiences of the participants. Two invited researchers presented major aspects of their research and synthesized other work that related to it. Following each presentation, an interactive session of short exercises and ensuing discussion period offered the opportunity for an exchange of experiences and ideas.

Presenters

Vital to the success of the conference was the selection of interesting, qualified researchers who would not only be authoritative in their own area of expertise, but would also be aware of other related research and able to present it in an interesting manner. Fortunately, two such people were found.

Dr. Phyllis Weaver of Harvard University and Dr. Linda Anderson of The University of Texas at Austin's Center for Research and Development in Teacher

Education presented their work at the session, providing a full day of provocative, interesting information based on research, personal experience and common sense.

Dr. Weaver, an assistant professor of education at Harvard and associate director of its Reading Laboratory, led the morning session which was based on Research Within Reach: A Research Guided Response to Concerns of Reading Educators. This book was published by the R&D Interpretation Service (RDIS) at CEMREL, Inc., a regional educational laboratory. It provided a synthesis of reading research, focusing on 22 reading questions which were generated from a sample of reading teachers and school administrators. Dr. Weaver had been working on the book for the past year, collaborating with numerous educational researchers and the staff of RDIS, which is a central support service of the R&D Exchange.

Dr. Weaver presented several short scenarios taken from Research Within Reach, posing classroom dilemmas for the group's discussion, and summarizing various research results which address the scenario questions. To determine topics of importance to seminar participants, a pre-conference survey listing the 22 topics from Research Within Reach was mailed prior to the meeting. These top-ranked questions were addressed during the morning session.

In the afternoon, Dr. Anderson concentrated on techniques for successful classroom management, blending some results of her work as the Associate Director of the Correlates of Effective Teaching Program at the U.T. R&D Center with findings from other research. Focusing on detailed case studies of two elementary school teachers, Dr. Anderson outlined theories and findings concerning effective teaching techniques. The conference participants were asked to react to the teachers in the case studies, comparing their teaching styles, disciplinary techniques and general impact on student learning. A wide range of experience and opinions surfaced throughout the afternoon, and the importance of effective classroom management was emphasized again and again.

Synthesis

Sharon Adams, a staff member of the Regional Exchange, planned and coordinated the R&D Speaks in Reading conference. She compiled the following synthesis, which is a distillation of the content presented during the day and a half session. In an effort to produce a readable document, the processes used by Dr. Weaver and Dr. Anderson, and resulting questions, comments, and interruptions have been eliminated. Although the document unfortunately fails to portray the spontaneity of the sessions, it does provide the reader more accessible content than a transcription of the session's tapes. Copies of the scenarios, outlines, and other hand-outs used by the presenters are included in this document. Also included is a conference agenda and a list of the R&D programs and resources which were displayed on the evening of the first day. Eight reading programs listed in the NIE's Reading and Language Arts Catalog were presented, as well as information on various clearinghouses, R&D Centers, institutes and resource organizations concerned with reading instruction and reading research. Copies of selected publications in reading research and classroom management were also included.

Conference Evaluation

Morrie Schulman, evaluator for the SEDL/RX, authored the third section of this document, which summarizes the data collected to assess the impact of the conference. Instruments used to evaluate the conference include:

- A series of questions used as a discussion guide during the morning of the second day;
- An evaluation questionnaire which was distributed at the end of the conference;
- A follow-up questionnaire which was mailed two months after the meeting;
- A follow-up questionnaire mailed to the presenters two months after the conference.

Correspondence received from participants stating their reactions to R&D Speaks in Reading supplements the information gained from the above instruments.

The first set of data, A Synthesis of Questionnaire Responses, presents participant feedback used during the second morning's discussion session. This session was structured to allow the participants time to explore different ways that the conference information could be used in their jobs and to solicit specific ideas for disseminating the research information. In addition, the participants were asked to identify topics in reading research of personal interest or of importance in regard to SEA priorities. Suggestions were requested for additional topics which had not been addressed the day before.

Responses to the evaluation instruments and a review of the correspondence received from several participants reveal that the day and a half conference was interesting, informative, and well-received.

II.

DR. PHYLLIS WEAVER: A SAMPLING OF 'RESEARCH WITHIN REACH'

The following pages present a synthesis of Dr. Weaver's presentation for the R&D Speaks in Reading. Following this synthesis are three scenarios which were used to focus and guide discussions during the session.

Dr. Phyllis Weaver: A Sampling of Research Within Reach

Educational researchers and educational practitioners are often depicted as being members of separate, isolated groups, busily working for their individual purposes with little exchange of communication or understanding. As dependent upon each other as these two groups should be, their histories have been largely separate with only occasional cross-fertilization. The problem is not a dearth of information to share--the research literature in reading is enormous; there is more in reading than in any other curricular area. The problem is that this literature is rarely directed to the practitioner. The research results are highly technical, are not especially readable, and are usually used to suggest directions for additional research. When attempts are made to extend the results of research to practice, it is by definition from the researcher's perspective, not the practitioner's, that instructional implications are drawn. It is little wonder, then, that the teacher in the classroom finds little use to make of the results of reading research. And it should be no surprise that classroom teachers may even question the value of research in any setting.

Today, perhaps we can begin to break down some of these barriers to communication. Although reading teachers do not need to learn the technical jargon of the researcher, they do need to know when the results of this research can aid the process of reading instruction. There is current research that is producing useful, relevant information and I would like to share and discuss some of it with you today.

In the lists you completed by mail of the reading topics of greatest interest to you, a strong pattern emerged across all your rankings. The topics of greatest interest were: The Nature of Reading Comprehension, Question-Asking Strategies, Comprehension Problems, Subskill and Holistic Approaches to Reading Instruction, and Skills that Enhance Reading Acquisition. A mighty tall order--What is the

nature of reading and reading comprehension, and what are the best ways to teach them? Not surprisingly, these are topics which are the most complex and difficult to address, and about which the research is least conclusive. There is, however, emerging theory and research on these topics, perhaps reflecting a new awareness in the research community of teachers' concerns.

Holistic vs. Subskill Theories of Reading

In regard to your topics of interest, a brief "mini-lecture" on the nature of reading might be in order before we start on the specific questions identified.

Scientists working in the fields of cognitive psychology and artificial intelligence have provided a theory of information processing which can be applied usefully to reading. These scientists have coined the phrases "bottom-up" and "top-down" processing. In the bottom-up structure, information is processed from the smallest to the largest units in an additive way. Thus, in the reading process, the learner moves up the "processing ladder," first extracting lower order clues from the text such as letter identifications and letter-sound correspondences. This information lays the groundwork for word recognition which in turn enables the extraction of syntactic information. Next comes a grasp of semantic information--meaning clues, language structure, and so on. Finally, the reader apprehends the highest levels of information (about which we know very little) such as that which is implicit and requires inference-making and critical judgment. Each level informs and enables the next level, forming a very tight hierarchical relationship which works in only one way: from the bottom up. Being able to process information at any given level assumes that all previous levels have been mastered. However, I am sure you know of students who won't "conform" to this theory; they are those who appear to have mastered higher level skills while by-passing the lower levels.

In contrast, the top-down information processing scheme describes a reader who starts with a hypothesis about what the text will contain. The reader asks

questions of the text, sampling "down" the various levels of processing until the hypothesis is confirmed or rejected. The process starts in the head and returns to the head, reaching down into the lower levels of the hierarchy only as it is necessary to clarify the information being read.

These two apparently conflicting theoretical viewpoints of reading as a complex information processing activity have a familiar parallel in the subskill versus holistic approaches to reading instruction, with proponents of the subskill approach siding with the bottom-up theorists, and the holistic supporters siding with the top-down theorists. There can be no easy categorization of the learning or the reading processes, however, and today researchers think that both top-down and bottom-up processes occur simultaneously in reading. Looking at the mature, skilled reader (about whom most of the reading research has been conducted) all reading looks the same, and it is very difficult to separate the cognitive processes that are taking place.

In looking at different points of view from the research, I am reminded of Kenneth Goodman's analogy of reading and salami, or sausage. He advocates that reading, unlike salami, cannot be sliced up and still be reading. Instead it must be viewed holistically, as one big salami. This holds for skilled as well as early reading. Supporters of the holistic view note that reading is closely related to oral language, which is acquired in a very natural setting. Young children are immersed in an environment that is rich in language experiences, and they learn to speak. The translation is then made that a child immersed in an environment rich in the written language will similarly learn to read. To translate the "all reading is holistic" notion into an instructional recommendation, children would be surrounded by language and become better and better readers, relying less and less on lower-order text information. In other words, they would acquire reading in a top-down fashion.

I have trouble with this strict holistic view. There are children who can learn how to read from their environment. They observe, listen, make associations, and at some point things click--the symbols they see represent sounds which have meaning as a word. However, in doing so, they are still going through a process which involves the many levels of information processing. The instruction and the processing, however, can be very different.

On the other side of the coin are the strict "bottom-up" advocates who believe that even skilled readers go through word recognition, syntactic parsing, analyzing, and so forth. Those holding this point of view contend that the lower level skills are performed so rapidly that they cannot be recognized--but they are nonetheless still part of reading. This, too, is an extreme interpretation. The individuals taking this view to its extreme say that only the separate subskills need to be taught and eventually reading will "just happen."

In my opinion, that extreme is as uninformed as the first. It is one thing to know the parts of a complex skill and a very different matter to execute the complex of skills in an actual context. A child may learn every isolated rule, make every isolated sound perfectly, but when it comes to putting those pieces back together and reading and understanding, the task becomes much more difficult. Unfortunately, some of the subskills-oriented activities which children are required to master are not later applied to the broader context of reading texts.

It makes sense to view reading both as a subskill and a holistic process. Skilled reading is a very high-speed, complex set of processes. It doesn't really matter if it proceeds in a top-down or a very rapid bottom-up manner. Early reading involves learning basic skills which are not in themselves reading but can be seen as "fail-safes" on the way to more holistic reading. The subskills should be used as checks and balances on the way to the final goal. Unfortunately, in some school systems, more time is spent on learning and testing the subskills, which are only

the tools, than is spent on putting these skills together and giving children actual practice in reading.

Eleanor Gibson and Harry Levin have, to me, a sensible view, which very recently has been more influenced by the holistic theory. They suggest that instruction proceed in a bottom-up fashion, using the subskills in as meaningful a context as possible. They advocate quickly teaching these subskill "tools" so the children can get on to the more important activity--reading.

The Nature of Reading Comprehension and its Instruction

At the Center for the Study of Reading at the University of Illinois in Urbana-Champaign, the researchers are studying the middle-grade reader who has mastered the mechanics of reading, the word recognition and decoding aspects, but still has trouble with comprehension. They take the "multi-viewpoint" look at reading that we have been talking about, and they also emphasize the importance of the reader's prior knowledge and experience in any attempts to understand what is being read. This leads us into a new topic for discussion: "The Nature of Reading Comprehension and its Instruction." Some of my own research is in the area of reading comprehension and being so close to the topic, I tend to lean toward the view that there is no consensus among researchers concerning comprehension. But I am prepared to take a leap and offer some collective opinions.

The emphasis of most in-service reading instruction sessions is improvement of the students' comprehension. Yet, except for the teaching manual's suggested activities, there is little concrete advice, and the teacher is faced with the dilemma of not really knowing how to teach comprehension. This is a very common problem.

Comprehension is an outcome of all the different things that take place while reading; it is an unobservable mental process that is very difficult to understand or teach. For this reason, it has not been studied in great depth by reading

researchers until recently. There are certain constituent skills, however, that must be present for a reader to understand what is being read. For one, the reader must have appropriate knowledge and experience to understand any given topic that is being read about. Some artful research was conducted by Richard Anderson and his colleagues at the Center for the Study of Reading which emphasized the importance of the reader's point of view in acquiring and recalling information. In this study, participants were "forced" to take different perspectives while reading a text. After finishing the reading, they were asked to recall details from the text. Predictably, different readers recalled different details from the same text, and these were related to their assigned point of view.

What implications would such research have for the teacher addressing the question of comprehension? As you might expect, it directs the teacher to provide information and experience to get the children ready for the text. There has been work done in the use of advance organizers which supply general background knowledge upon which readers can "hook" new concepts encountered in the text. Research supports the view that provision of this background information is critical to successful comprehension. But I should add that this acquisition of new information cannot be accomplished at once. It must be acquired over a considerable amount of time. Instruction must always be pointed toward a careful, measured building of the child's "bank" of experience and knowledge.

What about the child who cannot read? Through the primary grades, the teacher provides most of the information, which is generally low in substantive content. The emphasis in these early grades is on code teaching and the mechanics of reading. But suddenly fourth grade comes and the emphasis switches to content. The teacher is instructed to "back-off" and let the children learn the information from the text. The children who have not learned to read, decode, are left stranded, and I think it is imperative that these children be given the background, be provided the

information in another mode, be it simpler materials, tape recordings, or continual teacher input.

Given the appropriate prior knowledge, what else goes into teaching comprehension? For one, the reader must know individual word meanings. Most of the meanings must be under control to result in comprehension of the text. Vocabulary knowledge is a recurrent correlate of good comprehension test scores. Teaching vocabulary requires exposure to a word that hopefully stimulates a desire and purpose for learning it and then repetition which implants the word in the reader's semantic memory. One method of teaching vocabulary is, of course, to provide a list of new words and to drill the student on the list. Providing a context for the new words and relating them to reading texts would seem to be a much more effective practice. Organization and the establishment of relationships among words and classes of words is the key to vocabulary instruction. Finally, the child must have practice using the new words. A one-shot attempt at learning word meanings will not provide the reader enough experience to learn them.

As a slight digression, I would like to share some results of a study conducted by my colleague at Harvard, Jeanne Chall (1977). The College Entrance Examination Board has just published an analysis of SAT score decline which includes Chall's analysis of how textbooks have changed over the years. For example, one of the comparisons in the analysis notes that in 1940, 37% of the pages in a sixth grade science textbook were illustrated. In a modern sixth grade science text, 87% of the pages were illustrated. At the same time, the SAT tests have become more complicated, with longer passages and more complex, content-based questions. There are a variety of reasons for this watering down process by textbook publishers, but the upshot of the situation is that fewer and fewer words are being provided. At the same time more knowledge is being required by standardized tests. It is no wonder that reading comprehension scores go down.

Another major element in reading comprehension is the development of organizational skills--syntactic organization as well as the overall organization of the information that is read. The skilled reader does not read a passage word by word, but automatically organizes the pieces into appropriate meaningful units. There is an excellent chapter on cognitive strategies in the book, The Psychology of Reading, by Eleanor Gibson and Harry Levin, which highlights experiments on the role of organizational strategies in early reading. Research supports that children who are good strategists in nonreading activities are more likely to be good organizers when reading.

Additionally, motivation and interest are important parts of the comprehension process. The child may have prior knowledge of or experience with a topic of special interest. In addition, interest in the text's content can provide a stimulus for the child to expend extra effort to get through the difficult passages in reading and gain the "reward" of learning about the topic.

Finally, and of definite importance, is word recognition. Obviously, if the reader cannot recognize the words on the page, there isn't a prayer that the content can be understood. We give comprehension tests to children who cannot decode and they get terrible scores, but actually we are not testing comprehension. We are examining a child with poor mechanical skills. Research has shown that words must be recognized rapidly and accurately in order to "free up" time for comprehension. The lower the level of word recognition skill, the greater the interference with comprehension. The skilled reader has developed the decoding skills to the point that they are automatic and most of the attention can be directed to understanding the content.

In summary, let me repeat that comprehension is an outcome of interdependent and interrelated component skills. The most obvious and important of these skills are word recognition, vocabulary knowledge, text organization, and

prior knowledge. Helping students become proficient at these components should, in most cases, result in good reading comprehension for most students. As a final note, although I mention these components one at a time, they should not be taught sequentially. On the contrary, they should be emphasized concurrently as part of a systematic program in reading.

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SUBSKILL AND HOLISTIC APPROACHES TO READING INSTRUCTION

Question

Our school district is conducting a review of the objectives established to guide reading instruction in the elementary grades (one through six). The language arts curriculum committee has identified a large number of separate subskills that they claim should be taught in the six grades. I am a new teacher, and I don't want to make waves, but I can't imagine that anyone, let alone a child, could do so many different things during something that takes place as fast as reading. Is reading really just a lot of separate skills that are performed rapidly, or is it more like a single process that cannot be separated into component skills?

Discussion

Sources

NATURE OF READING COMPREHENSION AND ITS INSTRUCTION

Question

I teach third-grade students. My school district recently conducted several inservice workshops on reading instruction. The emphasis of these workshops was on reading comprehension, and we were urged to devote more of our reading instructional time to comprehension. Unfortunately, the suggestions for how to go about doing this are not very helpful. Except for using the comprehension activities in the manual of our basal series, I don't really think I know how to teach comprehension. What procedures are suggested for improving reading comprehension?

Discussion

Sources

READING COMPREHENSION PROBLEMS

Question

I have several students in my combined fourth/fifth grade class who have reading comprehension problems. When I have them read aloud, they can recognize most of the words, but they do not seem to understand or remember what they read. What do you suppose the source of the problem is?

Discussion

Sources

III.

DR. LINDA ANDERSON: EFFECTIVE CLASSROOM MANAGEMENT

The following pages present a synthesis of Dr. Anderson's presentation for the R&D Speaks in Reading. Following this synthesis is a one-page timeline and two detailed case studies which were used to guide discussion during her session

DR. LINDA ANDERSON: EFFECTIVE CLASSROOM MANAGEMENT

My presentation this afternoon will have a different perspective from Dr. Weaver's discussion this morning, although I think you will find by the end of the day that the two sessions closely complement each other. I will be concentrating on educational research that examines classroom techniques and teacher effectiveness. Such research is based on observations of teachers in classrooms at different grade levels teaching a variety of subjects. We look at the general tasks of teaching: the decision-making about grouping and pacing, maintaining order, work assignments, coordination of nonwork activities, etc. These details are neither more nor less important than specific content information, but as any of you who have taught surely know, such day-to-day variables can quickly make you or break you in the classroom.

The research takes place in the real life setting of classrooms. In contrast to building a curriculum or program, installing it, and then evaluating, we start with the world as it is and draw inferences from what already exists. We believe that many teachers are doing an effective job in the classroom. What separates these effective teachers from their less successful colleagues are some very clear, distinct behaviors that can be observed, identified, and described. What we as classroom researchers have to offer practitioners is information about how to look at classrooms and what goes on inside them, and how to delineate the critical elements of successful teachers' techniques.

Although many of the research findings I can report may seem like simple, common sense, it would be a mistake to dismiss such information because it seems obvious or because it is based on everyday experience. There are many teachers who are not teaching effectively because they are not aware of these "obvious" techniques. In addition, knowledge from any source, common sense or otherwise, must be communicated in common language. Classroom research can identify and structure a set of concepts and provide a language upon which a theory of effective teaching can be based.

There are several general characteristics that our studies have highlighted which are common to the effective teachers we have observed. One of the most important of these is that teachers who are effective can integrate many separate skills to achieve instructional goals. These teachers select techniques and strategies on the basis of their own immediate and long-term objectives, and do not rely on arbitrary adherence to some pat answer or standard routine. Decisions are made with specific purposes in mind. Later on I'll describe the short-term goals that are important to teachers who do an effective job of teaching reading.

Effective teachers also demonstrate realistic, positive expectations for their students, and actively assume the responsibility of making it possible for them to learn. They recognize and admit problems encountered in the classroom, and seek ways to engineer the class time and resources in order to deal with them.

Given these rather general sketches of effective teacher characteristics, we'll now turn to some separate components of instruction that give us a clue as to why these exemplary teachers are so effective.

One of the most potent predictors of achievement in basic skills is the amount of time spent by the students actively engaged in the practice of those skills. Time in this case does not simply refer to the amount that is allotted for a reading session, but refers to quality time during which the student is involved and focused on content, concentrating on practicing and learning the skills until they become smooth. Some terms used to describe such quality time are student engagement, active practice, and time on task.

There are several factors that determine the amount of engaged time that any student will spend on task. One of these is individual student differences. In general, lower achievers spend less time on task than will higher achieving students. Two researchers from the University of Missouri, Tom Good and Terrell Beckerman, observed six 6th grade classrooms and examined the amount of time that students were actively engaged in the class work. Over several observations, they

found that the average time spent on task differed for students classified as high vs. low achievers:

High Achievers . . . . . 75% time on task
Middle Achievers . . . . 73% time on task
Low Achievers . . . . . 64% time on task

Looking at these figures and remembering that these averages reflect a trend that occurs day after day across the year, there is a significant difference in the amount of total time that high achievers spend on task as compared to that of the low achievers. Since more time on task usually means that more is learned, the result could be a classic case of the rich getting richer and the poor getting poorer.

The type of setting that is arranged by the teacher is another strong factor influencing time spent on task. Setting includes such variations as large groups working with the teacher, small groups with a teacher, students working independently, etc. Good and Beckerman also looked at this variable and found that there were different levels of student time on task in the different settings:

- Small groups (five students or fewer and teacher). . . 86% of students on task (averaged across occasions)
- Slightly larger groups, with a teacher . . . . . 80% of students on task
- Whole class working with a teacher . . . . . 60% of students on task
- Independent seat work . . . . . 71% of students on task

Generally, the students were more often on task when working closely with a teacher.

A third factor, the teacher, was also examined by Good and Beckerman. They calculated an average percent of time that the students were engaged on task in each of the classrooms (across all settings). The six teachers' scores ranged from 60% to 82% average time on task.

Similarly, one of our studies at UT used a sample of 27 third grade teachers. On the average, we have found a range of 75% to 95% time on task for these classrooms,[1] again indicating strong teacher differences.

For more such comparisons, I'd like to cite a study by Helen Felsenthal from Research for Better Schools in Philadelphia. In her examination of 13 classrooms, teachers had received identical training in the use of a reading program and accompanying materials. The technical operations of the program were implemented as expected, but the teachers' classroom management skills and amount of time spent on reading differed greatly. In this study, the ratio of engaged to allotted time ranged from 57% to 99%, again indicating large differences among the teachers.

In looking at these three factors--student differences, setting, and the teacher--I was struck by the size of the ranges of scores. The differences among the teachers are much larger than for the other two factors. You cannot directly make the assumption that teachers have four times as much power as student differences or setting factors. You can legitimately emphasize, however, the importance that an individual teacher can make. Teachers do make a difference, over and above differences among the students and the setting. Since we know that students will learn best when given an environment in which they may stay on task, it is important to realize that the teacher's role is critical in establishing that environment.

Benjamin Bloom, John Carroll and others have suggested that learners will succeed in learning a given skill if they are given sufficient time to learn it. Other research supports this to some extent by suggesting that students who are lower in abilities, achievement, or readiness need more practice with smaller chunks of material in order to achieve. The implications of these findings are that students must have ample opportunity to practice skills for as long as it takes to solidify them. This is especially important for the basic skills, such

as reading. However, there are limitations. The school day is seldom more than 6½ or 7 hours long for young children. Young children have their own limits on how long they can concentrate on a task. A teacher has to deal with all of the students in a classroom, even if a few need much extra time. Therefore, within the existing structure of most schools, the question becomes: How do you maximize student time on task within the total allotted time?

Research has demonstrated that achievement of both "lower-order" skills (rote learning, memorizations, etc.) and "higher-order" skills (creative thinking, interpretation, synthesis, etc.) occurs most easily in an atmosphere free of distraction. The successful control of classroom behavior results in a climate in which learning can take place, because it is easier for students to become involved and stay involved, and therefore to have more time on task. In order to create a climate in which learning can proceed without distraction, the teacher must be skilled in the techniques of crowd control (controlling noise and activity level) and control of time (pacing and scheduling).

A study done by J. Kounin in 1970 attempted to compare more and less effective classroom managers in order to isolate successful techniques used to respond to misbehavior. Interestingly, he found that there was less difference than expected in the ways that the two groups responded to misbehavior. The important distinction between the two groups of teachers was what each did to prevent problems from occurring in the first place. The successful classroom managers were able to create the desired classroom environment and then to monitor it in a way that actively prevented problems from arising. (It should be noted that further research has highlighted differences in teacher response to misbehavior and identified consistency as a major factor in effective teacher response.) Kounin's findings have been replicated in several studies, resulting in several concepts that help us understand how and why effective classroom managers do what they do.

Effective prevention of student misbehavior, according to Kounin, involves two major components: prepared instruction and group management techniques.

Prepared Instruction. Less effective managers demonstrate discontinuity during instruction, succumbing to frequent interruptions and needless repetition. Effective teachers have strategies to smoothly maintain the pace, selecting these strategies on the basis of the lesson's objectives and student characteristics. That is, they plan logistics in advance, have materials ready, and then maintain a continuity of signals during instruction.

Another characteristic of prepared instruction is that the work assigned the students is sufficiently challenging and interesting to maintain their involvement. Assignments are clear and good options for after-work activities must be provided for students who work at a faster pace than their peers.

Group Management. The effective classroom manager has mastered and integrated a number of group management techniques which result in a controlled classroom climate. One of these techniques was dubbed "withitness" by Kounin. Withitness is the teacher's ability to stay continuously aware of what is going on in the classroom, and to communicate this awareness to the students. The proverbial teacher "with eyes in the back of the head" exhibited withitness. The with-it teacher places herself/himself so she/he can monitor the classroom activity at all times. She/he regularly checks the classroom and responds to problems as they begin, before they escalate. In addition, the with-it teacher does not become so immersed in one student or group that she or he remains unaware of problems developing elsewhere.

Another of Kounin's terms which is related to withitness is overlapping. This describes a teacher's ability to handle more than one thing at a time such as being able to monitor and instruct students simultaneously. There are a number of techniques that teachers can use to accomplish overlapping in their class. For one, a teacher can develop the habit of scanning the room periodically--every

30 seconds or so in order to monitor student activity. Contacts with students are kept brief enough to prevent bottlenecks in classroom activity. A repertory of nonverbal commands and skills is essential in effective overlapping. The hand on the shoulder, a look at the appropriate time, a quick finger-snap--these allow a teacher to continue instruction while dealing with minor, on-going disturbances. Effective managers selectively ignore some problems and are not distracted by irrelevant stimuli. In other words, they choose not to overlap in some situations. Whenever disruptions occur, the effective teacher minimizes the interruption and follows up later when there is more time.

In an effective teacher's classroom, time spent on non-instructional activities is kept to a minimum. Students are taught to move quickly and efficiently through daily routines.

Another characteristic of effective classroom managers is that the teacher very clearly and specifically communicates expectations for appropriate behavior, starting at the beginning of the school year. Such communications are given in sufficient detail so that the students clearly understand them. The students are allowed sufficient practice to learn the class procedures and are given feedback on their progress to make sure they understand. The teacher establishes himself or herself as the source of information about appropriate behavior--someone the students can depend on for consistent information through enforcement of the rules and procedures.

Finally, teachers who are effective managers and instructors hold their students accountable for their actions and behavior as well as their academic performance. The students know that they are expected to meet certain standards and that the teacher will give them feedback on their performance.

At the Research and Development Center for Teacher Education at The University of Texas at Austin, we are attempting to outline a hierarchy of student needs about which a teacher should be aware at the beginning of a school year. The idea

developed from a comment from one of the effective teachers observed in the study. She noted that the beginning of the school year is the time she uses to teach students how to behave, and that she does this by first addressing the needs and concerns that students bring to the classroom. By letting them know that she will meet those needs, she gains their cooperation and attention, therefore successfully teaching them the skills that she knows are important to their success in school.

From her comment and observations of other successful teachers, we have listed a hierarchy which we think reflects the concerns a student faces when entering a new classroom and confronting a teacher for the first time. Successful teachers address these needs in establishing their classrooms. As a first attempt at defining this hierarchy, we have included the following sets of student needs:

- Safety and security (of personal space, social status, possessions, etc.)
- Fairness of the teacher (Will I be treated fairly in comparison to the other students?)
- Social needs (fun and interest are important for children--and adults!)
- Information on classroom procedures and teacher expectations (in order to predict and negotiate the environment)
- Success, and acknowledgement of it.

Our research on classroom management at the R&D Center has convinced us of this: students in classes where the goals and expectations are not clearly defined and not consistently enforced inevitably become confused, bored, frustrated, and angry. The students begin to create their own stimulation if the class does not provide an orderly, understandable sequence of activities.

One final point must be made. Some teachers who are very effective with their students are charismatic, energetic people. Their personalities lend themselves to enthusiasm and they easily win the loyalty of the children they teach. Having observed many, many teachers, however, I am assured that personal style, in this sense, does not really make that much difference. With the use of the goals and techniques that I talked about today, most teachers, regardless of their ability

to "inspire," can learn to successfully establish atmospheres conducive to learning.

FOOTNOTE

[1]These data have not yet been published. They were taken from the Classroom Organization Study conducted at The University of Texas Research and Development Center for Teacher Education (Carolyn M. Evertson and Linda M. Anderson). At this point, the only paper that describes data from the study is: Anderson, L.M., & Evertson, C.M. Classroom Organization at the Beginning of School: Two Case Studies (Report No. 6003). Austin, Texas: University of Texas, Research and Development Center for Teacher Education, 1978. Other information on the study may be obtained from: Evertson, C.M. & Anderson, L.M. Interim Progress Report: The Classroom Organization Study (Report No. 6002). Austin, Texas: University of Texas, Research and Development Center for Teacher Education, 1978.

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TIMELINES FOR "TYPICAL" MORNINGS OF TEACHERS A AND B

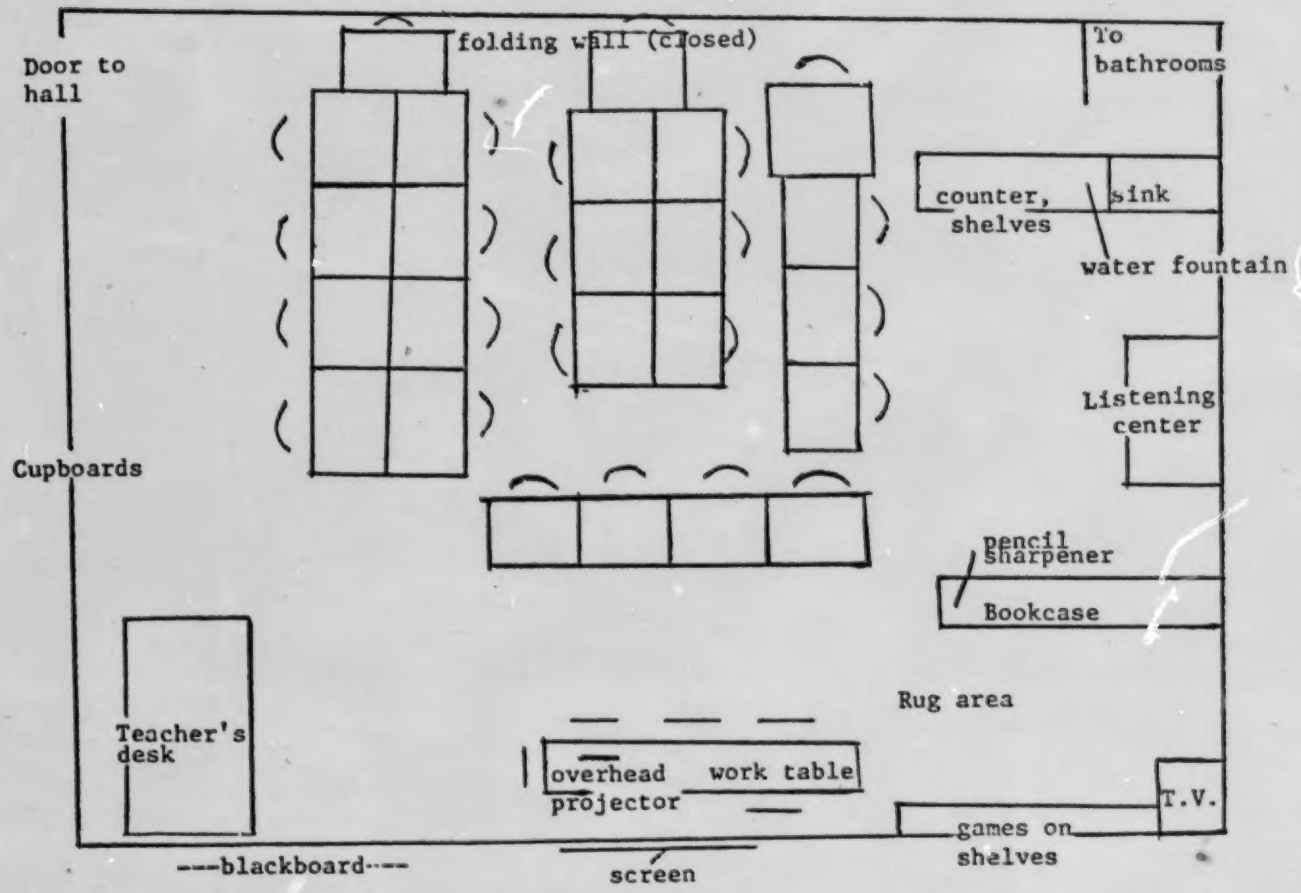
	Teacher A	Teacher B
8:00	Students enter, talk with teacher and each other, personal routines (8:00 to 8:15)	Students enter. Personal routines. Some talking with each other and teacher. Monitors assigned. Globe introduced. (8:00 to 8:15)
8:15	Spelling drill (8:18 to 8:38)	Spelling drill (8:15 to 8:37)
8:30		
8:45	Classes switch some students for reading/language arts	Classes switch some students for reading/language arts
	Instructions given for seatwork (8:45 to 8:53)	Instructions given for seatwork (8:41 to 8:47)
9:00	First reading group meets (8:53 to 9:15)	First reading group meets (8:47 to 9:03)
		First group works at listening center (9:03 to 9:25)
9:15		Second reading group meets (9:07 to 9:45)
9:30	Second reading group meets (9:21 to 10:00)	
9:45		First reading group seen again (9:48 to 10:05)
10:00	Third reading group meets (10:02 to 10:29)	
10:15		All students at various learning centers; teacher checks part of the morning work and talks with individual students (10:05 to 10:27)
10:30		

A More or Less "Typical" Morning of Reading Instruction

in the Classroom of Teacher A

Teacher A taught third-grade in an urban school with students who came from middle- and lower-class homes. About two-thirds of the students were members of minority groups. Most of the students were reading on a level considered to be typical of second-graders.

Teacher A's classroom is large, uncrowded and amply furnished. The school is about five years old, and has been maintained in good condition. This is a diagram of the room arrangement:



Teachers A and B team for reading, so that about half of the students in each of their homerooms go next door for reading and language arts instruction. Teacher A worked with students in the upper half of the distribution of reading skills. This meant that her students were working on second-grade and early third-grade levels, according to the defined levels of skills within the district.

8:00 The bell rang, and the teacher went to the door of the classroom to greet the students as they entered. (School policy was that the students waited outside or in the cafeteria until the 8:00 bell.) Kevin was among the first students to enter, and the teacher reminded him about an assignment in his workbook that was not completed. She said, "Kevin, you forgot to take it home again. I'm just going to have to call you mother about it." Kevin listened to this but did not respond. He did not go straight to his seat, and instead started visiting with several other students.

8:05 By this time, the rest of the class had entered fairly quietly. Most of them put away their coats in the closet. One child had brought a record from home, and she put this on the record player for everyone to listen to as they did their routine morning activities (i.e., they were expected to put away their coats and lunches, get pencils sharpened, get water, go to the bathroom.) One girl was passing out the spirals that would be used in the first spelling lesson. Meanwhile, George was wandering around and causing small disturbances by commenting on other students, grabbing another's pencil, interrupting conversations, etc. This time for "getting ready for the day" lasted until 8:15. The teacher spent her time answering questions from individual students, occasionally correcting a student for visiting, and calling out general reminders to get ready for spelling.

However, most of her corrections were not obviously attended to by the students.

8:15 The teacher took off the record, and said, "We'll have to hear more of this later, but right now we have to get to work!" A few students attended to her when she said this, but several others did not. About six students were out of their seats visiting, and three got up to go sharpen their pencils as soon as she made her announcement. When she realized that the visiting was continuing, she rang her bell once, signalling for their attention. Most of the kids settled down after this, but about four kept visiting with neighbors.

8:17 The teacher realized that a few students still had coats at their seats and she told them to go put them in the closet. The rest of the students waited about a minute and a half while this was done. A few at their seats were still talking with their neighbors.

8:19 She said, "Table 3, you are still the greatest. You are all ready to do the lesson." Although it was true that students at that table were more ready than most, two students there were still obviously visiting and tapping the table with their pencils.

The teacher started the spelling lesson. She was using a special spelling curriculum developed within the district for the purposes of supplementing the regular spelling program and other reading and language arts activities. The focus of this program is on vocabulary development, phonetic analysis, and group practice, both oral and written. The lesson follows a set procedure with standard signals that the students have learned.

8:20 At the beginning of the lesson, all students were attentive and responded appropriately. After a few minuts, Kevin, Brian, Thomas, and a few others

started misspelling during the oral response segments. It appeared to the observer that they were doing this deliberately, since they were grinning at one another while they did it. When this became obvious to the teacher, she stopped the lesson for a minute and went to their seats to look at their papers and to correct them. Then she resumed the lesson.

8:25 Meanwhile, at their seats, Ken and Thomas began fussing with one another. They therefore missed practicing some of the words, although the teacher did not mention this if she was aware of it. Brian began spelling out-of-sync with the other students during the oral responses, but this was ignored by the teacher.

8:35 Roger left to go to a special class. At about this time, the class was failing to stay together on many of the oral responses, and so the teacher stopped them and had them repeat the answers. They did better the second time.

8:38 The teacher asked them to hand in their spelling papers and to get ready for reading time. The students complied and chatted with one another while they did so.

8:40 The students who were to go next door (about half the class) were lined up. George was one of these, and he started pushing and shoving, so the teacher made him go to the end of the line. This group exited and the group from Teacher A's class entered at about 8:40.

Class helpers started passing out spelling spirals, while others milled around, slowly making their way to their seat assignments for reading. At least six students sharpened their pencils during this period. The transition was relatively noisy. The teacher rang her bell once. When she did not get their attention, she

rang it again, two times. She said, "Show me you know what one bell means."

8:45 Gradually, the class settled down. The transition from the end of the spelling lesson to the beginning of the next lesson took about seven minutes.

8:45 The teacher announced to the class, "As soon as you get your spiral, put your name on it." She gave them a few minutes to do this. They complied, although there was still a lot of noise. Ken and Thomas were still fussing with each other over something. (Remember that this started back at 8:25.) Brian could be heard making noises while he worked at his heading. Mike called out to the teacher that he couldn't read the directions in the speller because he had left it at home. The teacher replied that he should have brought it and could look on with someone today.

8:47 The teacher told the class to read the lesson in their speller and read the directions to themselves. Most did so, although a few kids were still talking.

8:50 After three minutes were allowed for the students to read the directions, the teacher read them aloud. She interrupted herself to say, "Some of my girls are not ready," since three students in the back had been whispering and giggling with one another.

She then assigned the lesson to the whole class to be done as seatwork while she met with small groups for reading. Meanwhile, Brian and Hank had gotten up together and gone to the water fountain, where they were giggling at each other holding water in their mouths. The teacher saw them, and said, "I expect you, Brian and Hank, to finish all of your spelling today. Yesterday you did not." They did not respond to this immediately, and the teacher turned her attention to

questions of other students. Brian and Hank gradually came back to their seats at the second table, still giggling at one another.

8:53 The teacher called the first reading group to come to the back of the room. This group consisted of four boys. The other 18 students were to work on the spelling assignment at their seats. Almost as soon as she started the reading group, some students from their seats came up with questions about the assignment. She stopped the group lesson to help them.

9:00 Several students at their seats were helping one another. Lisa seemed to be helping others, and told the answers to many of them when they asked. The teacher did not comment on the students' interactions with one another. She had her reading group read silently for about five minutes, and then she asked them questions about the story and reviewed some skills, using a chart. About every two minutes during the group lesson, an out-of-group student would leave his or her seat to ask the teacher a question. At any one time, there was at least one, and usually two, students up at the water fountain, pencil sharpener, or the bathroom. These actions were allowed. On the whole, however, about 14 out of the 18 students were working at any one time, and the noise level was not high, although there was a definite "buzz" from time to time. Thomas went to the teacher about something, and then moved over next to Kevin.

9:05 Roger returned from his special class. He was assigned to the group that was meeting with the teacher. As he joined the group, he interrupted the student who was reading to say that someone had stolen his pencil. He also knocked over some books at the corner of the table. It took the group about a minute to get back on the track and to get Roger settled down.

9:10 Lisa, Ken, and Thomas finished their assignment, and moved to the rug area to play some spelling games. About six other students were also finished, but they stayed at their seats and visited quietly. The noise level was still tolerable, although it had definitely risen over the last half-hour. Stephanie made her eighth trip to the teacher with a question, and the teacher scolded her for interrupting so often.

9:15 The teacher ended the first reading group, and dismissed them with a seatwork assignment. Meanwhile, the group playing games at the rug (which now included about six children) had gotten noisy and some students were flipping spelling cards at one another. The teacher sent them all to their seats and gave them another assignment to do. Some of them went, "Awww. Come on, that's not fair," and showed no indication of moving. She said, "Right now. Put the games away until all your work is done!" They slowly complied, although one made a face behind her back.

9:17 The teacher announced, "Air Pudding Group II, to the center table. The rest of you there move to other tables to work." About four students from the center table got up and found vacant desks. It took about six minutes for everyone to get settled down. Three of the students who were called to the reading group sharpened their pencils before they came. Several of the seatwork students did not appear to be settling into work, and instead were visiting and staring out the window, or going to the water fountain or pencil sharpener. Out of 13 students who were not in the reading group, about five started to work on their own after the transition. The teacher, who was standing beside the center table, looked around the room, and announced, "You all need to work silently. Get to

work please." She repeated this two times, and about half of the seatwork students resumed work. She said to Mike, "Please, remind your friends to work silently." He said, "Be quiet, you all," and his table did settle down a little bit.

9:23 The teacher started the lesson with the second reading group. When some students from the first group came to her with questions, she responded, "Don't interrupt me again. They didn't interrupt me when I was helping you."

9:30 Mike, Bill, and Steven (of the first reading group) were still not settled down to work. Kevin was wandering around, interrupting other students. Students at their seats worked sporadically, so that at any given time, about seven would be working and seven visiting or wandering around. There were no corrections from the teacher. Roger, the other member of the first reading group, spent several minutes throwing a large wad of paper at the waste basket across the room. The noise had risen.

9:35 Mike and Bill got into a pushing match while standing at the pencil sharpener. Lisa and Stephen started singing softly. Kevin was still wandering around. Roger had been back and forth to the bathroom about three times in the last ten minutes. Meanwhile, the reading group students were reading silently. The teacher had not corrected any of the out-of-group students.

9:43 All four boys from the first reading group (the lowest ability level) were visiting with others and interrupting the work of several other students. Ted was working fairly well, but was eventually drawn into Kevin's play with a paper football. Lisa, who was one of the students from next door, finished her work and sat quietly.

9:48 The teacher announced from the reading group that three students could go to the library. They left the room.

9:52 Ted and Kevin tried to upset Lisa by staring at her and by making fun of her, but she ignored them. She was still sitting quietly, with nothing to do.

10:00 The teacher dismissed the second reading group and called the third (known as Air Pudding Group I). At this time, Mike and Kevin were still "messing around" together. It took about two minutes to get the group together. Before she could start with the lesson, the phone buzzed and the teacher went to answer it. At this point, the ten students in the third reading group were waiting and the rest of the students in the class were visiting, wandering, or going to the pencil sharpener or water fountain. Before returning to the group, the teacher rang her bell once, trying to return the class to order. She said, "Boys and girls, you haven't finished your work. You need to work quietly." The noise kept up, with very little change. The teacher waited a few seconds, looking around, and then returned to the reading group without further corrections.

10:05 The teacher left the reading group and went over to Roger, Mike, Bill, and Stephen, the members of the lowest level reading group. They had never settled down to work since their reading group, even though they had an assignment. The teacher chastized them, and told Bill and Mike to write their spelling words two times each. She returned to this group in another minute and took Ron by the shoulder and said, with more severity than she had shown that morning, "This must be done by the time we change classes." The teacher also talked briefly to a little girl, Yolanda, who got a book and started reading quietly at her seat after the teacher left.

10:10 The teacher returned to the reading group. By that time, all of the ten students had been waiting for five minutes with nothing to do.

10:15 When an out-of-group student interrupted the group to ask a question, the teacher spent several minutes explaining something to him. While she was doing this, Kevin left the reading group to go over to the rug to talk to friends playing with the games there. He went back to the group after a minute, without any notice by the teacher.

10:17 The noise had been at a high level for at least 20 minutes. Bill stopped working on his spelling assignment given by the teacher at 10:05, and Steven tried to tell him what to do. This resulted in a heated discussion that was not attended to by the teacher.

10:20 Hank and Brian (two inseparable friends) were giggling with each other at the back of the room.

10:25 The teacher assigned a passage for silent reading to the third group and left them to go check on the other students. She sent Roger and Bill to their seats from the back of the room, and mildly told them to finish their spelling.

10:29 Several students had gone to the rug to play with games (an after-work option). She told these students to start cleaning up and to get ready to switch classes. They complied.

10:30 The students started to line up to switch classes. Mike and Thomas began to push and shove each other. Steven tried to stop them, and he was hit by Mike,

although not very hard. The teacher did not see this.

10:32 The students from the other homeroom exited noisily.

This narrative was extracted from data collected in the Classroom Organization Study at the Research and Development Center for Teacher Education at the University of Texas at Austin. This research was supported in part by National Institute of Education Contract OB-NIE-G-78-0216. The opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement should be inferred.

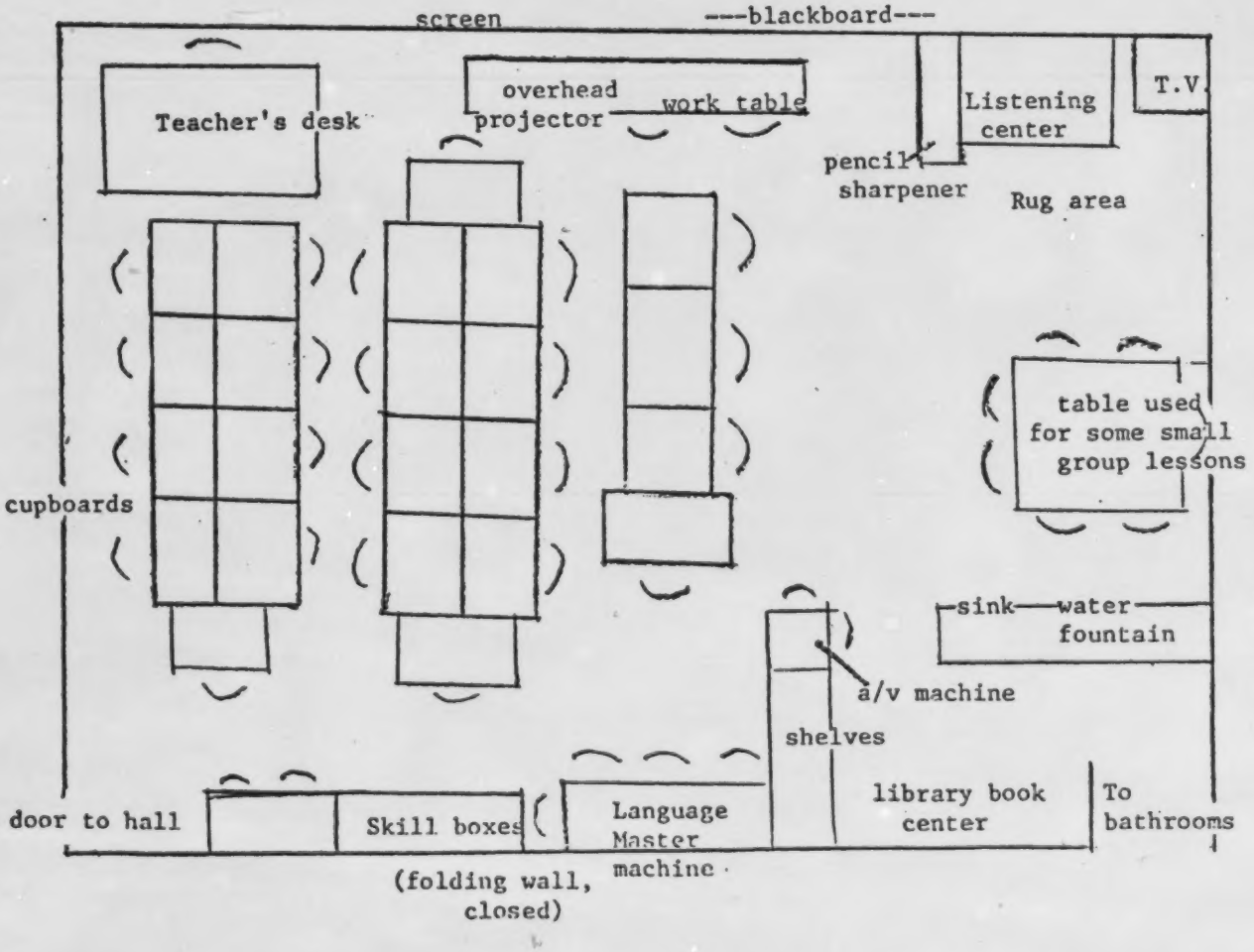
For further information on the study, please contact Drs. Carolyn Evertson and Linda Anderson at the R&D Center.

A More or Less "Typical" Morning of Reading Instruction

in the Classroom of Teacher B

Teacher B taught third-grade in an urban school with students who came from middle- and lower-class homes. About two-thirds of the students were members of minority groups. Most of the students were reading on a level considered to be typical of second-graders.

Teacher B's classroom was large, uncrowded, and amply furnished. The school was about five years old, and had been maintained in good condition. This is a diagram of the room arrangement:



Teachers A and B teamed for reading, so that about half of the students in each of their homerooms went next door for reading and language arts instruction. Teacher B worked with the students in the lower half of the distribution of entering reading skills. This meant that her reading students worked on first- and second-grade levels, according to the defined levels of skills within the district.

8:00 The bell rang, and the students entered. They talked quietly with one another, sharpened their pencils, and hung up their coats. The room was very hot on this particular day because the heat was turned up too high. Almost all students went quietly to their seats by 8:02.

8:02 The teacher rang her bell once. Those students not yet at their seats moved to them quickly. All students looked at the teacher when the bell rang, and they immediately stopped talking. The teacher said, "I'm going to go down and check on the heat again. Shirley, will you please pass out the spelling booklets? I want everybody to put their headings on. Shirley, if anyone is late, please give them a booklet." The teacher left the room. Shirley passed out the books, and the other students remained quiet, only whispering.

8:05 The teacher returned, saying pleasantly, "I see a lot who did as I told them." The other students who had not completed their headings did so quickly. The teacher pulled down the screen in readiness for the spelling lesson. She called the roll by asking the weekly monitor at each table to report who was absent.

8:08 Because it was Monday, the teacher discussed new monitor assignments. She said, "I'm not pleased with the way that some children have not treated their table captains with respect. We are going to be picking new captains today. Remember, your table may forfeit points if the students are not coopera-

tive." The teacher picked table captains from those students who had not yet done it. All students were attentive during this procedure.

8:11 The teacher then went over to the part of the chalkboard used to note behaviors, and said that the students had been doing very well in some areas (such as lining up and leaving the room to go to lunch, P.E., and music.) However, she told them that they needed to work more on playground behavior, and she specifically mentioned gathering up the supplies quickly, and said that they would concentrate on that task that week.

Other monitor duties were also assigned at this time. The teacher then read the school menu for the day.

8:15 One of the students, Henry, had brought an illuminated globe from home. The teacher introduced this and thanked Henry, and said, "Let's set some rules about how we're going to use the globe." The class discussed this briefly and agreed that it should stay on the teacher's desk, and that no more than two students could use it at any one time during the morning.

8:18 The teacher then began the spelling lesson that was based on the district's specially developed program. There was a focus on building vocabulary, phonetic analyses, and both oral and written group practice. The students all participated as they had been trained to do, moving through the oral and written drills at a rapid pace and participating on every new word.

If the teacher noticed that a student was momentarily inattentive, she would either snap her fingers in his direction without interrupting the lesson, or she would suddenly change the pace and tone of her voice to catch attention. If either of those failed, she would move toward his desk or call his name quietly until he was "with her".

8:37 After the last word was completed, the teacher told the class that they had done a good job that morning. Then she said, "Now I want you to very quickly and quietly get out your supplies for reading time." She watched while all students did this. "Now, those who go to Mrs. _____ (Teacher A) may line up." They did so quickly, but had to wait a couple of minutes while the other class was getting ready.

8:40 The students left the room to go next door, and Teacher A's students entered the room quietly. The teacher said "Good-morning" to them, and listened to one little girl's story about something that her brother had done. However, this only took up about 30 seconds. Students who stayed in Teacher B's room for reading moved to the seats assigned to them for that period.

8:41 After about a minute, all students were in and seated. The teacher said, "The students from Mrs. _____'s class entered very quietly today, and I appreciate that. I would now like for my Going Places group to wait patiently while I give some directions to the other groups." She then moved to the table where the Green group sat, and gave them an assignment to complete some items already listed on the board. The students in the Green group started to work immediately.

Then the teacher told the Red Group that their assignment was to correct some sentences from the previous day, and to do some work with sentences written on an overhead transparency. She pointed out to the students that they would do 8 sentences in all, but that only 5 were on the first transparency. She would change it later on. She returned work to them from the day before.

The teacher then spent about two minutes checking on the progress of these two groups and answered questions.

8:47 The teacher went to the "Going Places" group, who had been sitting at the small table. They had been whispering quietly to one another, but had not created a disturbance. The teacher thanked them for their patience. A couple of the little boys beamed at her attention. (This was the lowest level reading group.)

The teacher listened to the students read short passages aloud and asked them questions about the story. Meanwhile, all of the other students at their seats were working quietly. The teacher looked up from the reading group about every 30 seconds and quickly scanned the room with her eyes, without interrupting reading instruction.

8:52 A student in the Green group began to talk with a neighbor, and the teacher snapped her finger and caught his eye. He immediately returned to work. This did not interrupt the story being read by the group.

The seatwork students stayed busy and quiet throughout this reading group period. Occasionally a student got up to sharpen a pencil or go to the bathroom, but no one did this more than once. Occasionally, students who had questions went to the teacher at the group, but she made them wait until there was a break in the group's lesson, such as when they were reading silently or writing in their workbook. Her interactions with all of her students were very pleasant and she smiled a lot.

9:02 Two students from the Green group finished their assignment, and they selected a library book and quietly returned to their seats.

9:03 The teacher sent the Going Places group to the listening center to do an assignment there. They put on the earphones, and were a little bit noisy, although they were not creating a disturbance. The teacher watched them until they began to settle down (about one minute).

9:04 The teacher then moved to the Red Group's area and changed the transparency so that they could do the second half of their exercise. She spent about a minute looking at each student's work and made comments. She had the Green group move their seats closer together for their reading lesson, which they did. She began their lesson, but saw that the students at the listening center were having some equipment problems. She left the Green Group to help straighten this out, and returned within two minutes.

9:06 Shirley approached the teacher with a question about the assignment. The teacher told her she ought to be able to figure it out for herself, and to work on it a little longer.

9:07 The teacher began the lesson with the Green Group, which included 9 students. They began to read a story. After about four minutes, the teacher called to Shirley and asked her if she had solved her problem. She said no, and so the teacher helped her while the students in the group were reading silently.

9:10 The teacher continued with the reading lesson and the seatwork students worked consistently. The teacher was still scanning the room frequently. At one point, she called out to Vance in the Red Group, with some severity in her voice, "I am not going to be especially patient with you today, so please settle down." He had been on the verge of calling to a friend in the listening center area, and appeared to have a wad of paper ready to throw to him. After the teacher's reminder, he went back to his written assignment.

9:14 There was an interruption of the reading group when it started to rain in on the listening center. (The windows had been open because the room was too hot.) The teacher left the Green group for one minute to close the window.

She returned to the Green group and the lesson continued. The other students had looked up with interest when the rain came in, but they were soon back at their assignments.

9:21 It started raining even harder, and the small group area started getting wet. As soon as this began, the teacher went to shut the other window. While passing the Red group's table, the teacher said, after glancing quickly over some papers, "I'm proud of you for following your directions so well." She said to one student who had set up a systematic way of checking off his spelling words, "That's very wise." She returned to the Green group after two minutes absence and thanked them for continuing to read the story.

9:25 The students at the listening center finished their assignment. They gradually returned to their seats, but did not find something to do immediately. Other students were either working on seatwork or doing various after-work options, such as math cards or library books. The teacher told the Going Places group to get busy. She saw them leave the listening center, but did not correct them until she realized that they were not getting busy. However, they had less than half a minute of idle time at their seats. After this correction, they got quiet and started some seatwork, but they began to talk again, somewhat noisily.

9:27 When the Green group was working on a written assignment, the teacher left them to go to the Going Places group. She sternly told them that they were expected to do their work in her classroom. They got busy and stayed busy after her visit. She returned to the Green group after about a minute and a half. The Green group had stayed busy.

9:33 The teacher realized that some students in the Red group had gone on to

after-work options before doing a ditto she had placed out for them. She called out from the group to remind them about this. Gradually, each student in the group started on the ditto.

Now that many students had finished their work and were doing a variety of other instructional activities of their choice, the teacher had to monitor even more closely. Since the students had been working hard for an hour, they were beginning to get restless. The teacher asked two girls to separate from each other, and called out quiet reminders to two other students who were beginning to be disruptive. Other students were still finishing their written assignments.

The lesson with the Green Group continued, so that they could cover the necessary material despite the interruptions of the morning.

9:45 The Green group was dismissed with an assignment to complete a ditto page of exercises. They separated their desks and started to work. The teacher went to the board and put up a new assignment for the Red and Green groups to do in their workbooks. She went over to the Red Group and looked at their work, and circulated around the room to check on the students who had moved to other areas, such as the library center and some skill boxes.

9:48 She then called the Going Places group back to the table at the back of the room. They complied quickly and quietly, and she complimented them on this. Before beginning with them again, she listened to one little girl who came to her to complain about a broken zipper. The teacher tried to fix it, and finally sent her to the office to get assistance.

9:50 The teacher then began to ask the Going Places group about the exercise they had done at the listening center, and they answered with enthusiasm.

Other students were showing signs of restlessness, but stayed fairly calm and quiet. She continued to monitor from the group, and quietly called out the names of individual students who started to become disruptive.

10:05 She dismissed the Going Places group and sent them to the Language Master machine to work. At this time, all other students who had finished their written assignments were free to go to various learning centers for activities. The teacher circulated around the room after dismissing the group, and reminded the Red Group that the next day they would have a long time with the teacher in reading group, and that they would be starting on a new story.

10:13 At this time, students were engaged in various activities: the Going Places group was at the Language Master machine, two students were looking at the globe, 2 were doing spelling word practice together, two were using another audio-visual machine, 5 were at the listening center hearing a story that the teacher had set up, 2 were drawing, and some had taken dittos from the skill boxes and were completing them.

The teacher went to her desk, from which she could easily survey the room. She complimented the class on selecting their activities and working at them so well. At that point, there was a very low level of noise in the room, and much of that was due to the activities (e.g., students calling out spelling words, the language master.)

The teacher had collected the dittos that had been done by the Red and Green groups, and she checked these while the students were engaged in their chosen activities. She had her bell near her, and whenever a problem began to develop, she rang it and corrected the students, or else got their attention in another way.

10:15 The only major problem during this time was that the Going Places group began getting "rambunctious" at the Listening Master, where they were supposed to be taking turns. The teacher rang the bell, and every student turned to attend to her. She reminded all of them to work more quietly (the noise level had been rising), and she said to the boys at the Language Master, "Since we're having so many problems using the machine together, I have decided that tomorrow, each of you will get 10 minutes alone on it. Today you may finish as a group, but please settle down." They got much calmer after this.

As the teacher graded the dittos, she called up individual students who had some problems with the exercises. She spent a few minutes with each one who had had some difficulty.

10:27 The teacher rang the bell, and when everyone was attending, she said, "It's time to get the room spic and span." The students started putting things away. As some students finished first and returned to their seats, the teacher complimented them for working so quickly and independently.

10:30 The teacher said, "Mrs. _____'s students, please line up." They did so quietly, and went back to their homeroom.

This narrative was extracted from data collected in the Classroom Organization Study at the Research and Development Center for Teacher Education at the University of Texas at Austin. This research was supported in part by National Institute of Education Contract OB-NIE-G-78-0216. The opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by that office should be inferred.

For further information on the study, please contact Drs. Carolyn Evertson and Linda Anderson at the R&D Center.

IV. PARTICIPANT RESPONSES

The following pages present summaries of conference participants' responses to a discussion questionnaire and three evaluation instruments which were administered during and after R&D Speaks in Reading.

R&D SPEAKS IN READING

A SYNTHESIS OF QUESTIONNAIRE RESPONSES

Participants at the R&D Speaks in Reading conference were asked four questions to stimulate state group discussion sessions. Fourteen individuals returned the questionnaire. The following is a summary of their responses.

1. *List for discussion various ways the information presented (yesterday) could be applied to your job.*

Twelve of the fourteen respondents (86%) suggested applications. The most common answer to this question was that the information could be used in workshops or in-service sessions for teachers (6 people [50%] answered this way.) Four individuals indicated that the information could be used in small group discussions and consultation with teachers at group sites to answer their needs. Statewide or regional administrators' meetings were suggested by three participants. The remaining suggestions were to share information with office staff and co-workers and to have informal discussions with district personnel. One individual responded that the workshop supported the current approach to reading taken in that participant's state.

2. *List for discussion possible strategies for disseminating this reading information in your state through your agency, if relevant, and to your clients in the field.*

Various types of workshops, conferences, and meetings were suggested by each of the thirteen individuals answering this question. District and regional workshops with administrators and/or teachers was the most common response. Statewide workshops were suggested by several people; one specific suggestion was for a statewide workshop of Right-to-Read Directors, National Diffusion Network people in reading, university decision-makers in reading instruction, and some LEA people from each region. Several individuals suggested making Research Within Reach available to reading specialists and teachers by making it available for purchase by school districts. Two participants suggested videotaping the conferences for

school level workshops. A number of persons responded that the ideas of the conference should be put in written form and either distributed to classrooms, workshops, or to teachers upon request. One individual suggested the ideas be included in state Right-to-Read modules. Other suggestions were to use Dr. Weaver as a speaker at an administrator's conference and to use the information for one-to-one specialist consultation.

3. *Do you have any suggestions regarding future reading research or its application to state education priorities in reading?*

Twelve individuals responded to this question. A number of suggestions were made for continued research on both teacher effectiveness and the relationship of listening skills to reading and the learning process. One respondent requested additional research on effective techniques for teaching comprehension. Several persons requested more research on the effects of minimum standards, particularly with regard to reading achievement. A specific suggestion was made for research on the effects of mandated curriculum on achievement in which a competency-based curriculum with a specific time sequence is compared to a curriculum of the teacher's choice and time sequence. Research was requested on effective organization of staff development in-service programs as was research in the classroom by teachers. One individual desired research on leadership in SEA's. In terms of applying research to state education priorities in reading, one participant suggested more state piloting of techniques and follow-ups.

4. *Are there any additional research-related topics in reading which were not covered in the presentation and/or discussions which you would have liked to discuss?*

Six suggestions were made by two or more participants in response to the last question regarding additional research-related topics in reading that are in need of more attention. They are:

- The effects of the pupil-teacher ratio on reading comprehension;
- Listening skills;
- Norm-referenced versus criterion-referenced testing in reading;

- Recognizing reading levels and reading expectancy;
- The relationship of oral language and language experience to reading;
- Content area reading.

Additional suggestions were:

- Effective teaching strategies for comprehension--K-12;
- Multi-cultural education systems;
- Comparing 4th to 6th grade Total Individualized Reading Programs to a Basal Reading Approach;
- Comparing types of organizational plans for reading specialists.

R&D SPEAKS IN READING

EVALUATION QUESTIONNAIRE SUMMARY

An open-ended questionnaire was distributed to the participants immediately following the R&D Speaks in Reading conference. Four major questions were addressed:

- What were your perceptions concerning the presentation by Dr. Weaver?
- What were your perceptions concerning the presentation by Dr. Anderson?
- Was the product display useful to you?
- Was it useful to you to have participants meet in state groups, or would a total group setting have been more beneficial?

Thirteen participants responded to the questionnaire and serve as the sample for this preliminary evaluation.

Responses to both speakers were extremely positive; participants felt the information was pertinent, well-prepared, and new. A request was made by one participant for more concrete suggestions to help teachers correct and improve classroom management and by another for more information on the design regarding the classroom management research.

The products display was considered useful or very useful by 10 of the participants; two individuals didn't know at the time how useful it was while one thought it was useful to some extent. One of the participants commented that the display was useful but it was the least useful aspect of the conference. Eight individuals could not think of other reading products they would have liked to see. The following suggestions were made for products:

- Include resources for teacher in-service;
- Include more state products and fewer commercial ones;
- Include products on listening skills and children's needs assessment;
- Include products on teacher needs.

The consensus of the participants concerning the group meetings was that they liked the way the group discussions took place. Participants seem to have misinterpreted the question and did not state their preference for state group discussions versus a total group discussion. Apparently they liked both.

R&D SPEAKS IN READING

FOLLOW-UP QUESTIONNAIRE RESULTS

Nine of the sixteen participants at the conference (56.25%) responded to the follow-up questionnaire which was distributed two months after the conference. Each state in the region is represented in the sample; response rates to the follow-up by state are as follows: Texas, 50%; Oklahoma, 33%; New Mexico, 66%; Louisiana, 33%; and Arkansas, 100%. (It should be noted that additional follow-up information in the form of informal letters was received from Texas and Oklahoma which may explain why their response rates were not higher.) Below are the questions posed to the participants and a summary of their responses.

1. *Have you used the information gained at the R&D Speaks Conference in your state?*

Responses to this question indicate that useful information was imparted at the conference; 7 individuals (77.8%) responded yes to this question; while only 2 responded no. One of the participants who answered she had not used the information gained at the conference intends to do so in an upcoming March local district teachers' meeting. The following are ways that the information received at the conference was used:

- In in-service training;
- In teaching a graduate reading course;
- In discussions with reading teachers and aides concerning various classroom techniques for seventh and eighth grade reading instruction;
- In classroom observation using the idea of percent of time on task;
- In a meeting of Right-to-Read directors of Texas, Region VI;
- In a workshop with reading professionals;
- In discussions with school district administrators and teachers in a local district. One participant plans to use the information at a statewide workshop for parents of pre-school children.

2. *Would you have known about the research had you not attended the conference?*

Six participants (66.7%) responded that they would not have known about the research without the conference while the remaining three individuals answering the questionnaire reported they would have known only certain aspects of the research. Each of these three individuals answered that they would not have used the research had they not attended the conference.

3. *Please rate each of the topics discussed at the conference on a five point scale in terms of their practical application to your work. (1=very practical, 2=somewhat practical, 3=neutral, 4=somewhat impractical, 5=very impractical).*

Mean Rating	
1.2	Question Asking Strategies for Reading Instruction
1.3	Holistic vs Subskill Reading
1.4	Nature of Reading Comprehension and Its Instruction
1.9	Effective Classroom Management

All participants rated the first three topics as very practical or somewhat practical. Responses to the final topic ranged from very practical to somewhat impractical.

4. *Please rate the presentation of each of the topics on the following 5 point scale (1=very interesting, 2=somewhat interesting, 3=neutral, 4=somewhat uninteresting, 5=very uninteresting).*

Mean Rating	
1.2	Question Asking Strategies for Reading Instruction
1.3	Holistic vs Subskill Reading
1.4	Nature of Reading Comprehension and Its Instruction
1.9	Effective Classroom Management

Responses to this question are very similar to those of question three. All participants rated the first three topics as very interesting or somewhat interesting. Responses to the final topic ranged from very interesting to somewhat uninteresting.

5. *Was enough time allotted for interaction with the speaker in terms of your educational concerns?*

Responses to this question were mixed; 55.5% answered there was enough time for interaction while 44.5% answered there was not enough time for interaction.

One participant summed up the problem with, "Is there ever enough time?"

6. *Would you like a follow-up in your state?*

Five participants (55.5%) indicated they would like a follow-up in their state, two (22%) indicated they would not like a follow-up and two (22%) gave conditional responses ("It depends on the kind of follow-up" and "The follow-up program would be arranged through the State Department of Education.")

7. *In retrospect, was the conference useful?*

All seven individuals who responded to this question answered yes, with two persons adding definitely so.

8. *What aspects of the conference did you like the most? the least?*

The participants seemed to single out the presentation of Dr. Weaver as the aspect of the conference they liked the most. One individual wrote that Research Within Reach allowed her to rely on research rather than opinion in answering teachers' questions. The participants seemed hard pressed to identify what they liked least about the conference, although one participant questioned the statistics and generalizations used in the presentation on effective classroom management while another thought the classroom management presentation would have been better for a teacher audience. One individual summed up the conference in this way, "I feel all areas were equally informative and extremely beneficial. The presentations were practical and the information will be appreciated and accepted by the classroom teachers."

R&D SPEAKS IN READING

PRESENTERS' QUESTIONNAIRE RESPONSES

Responses of the two presenters to a questionnaire to assess their impressions of the R&D Speaks in Reading conference are presented below:

1. *Do you feel your presentation was as effective as you desired?*

Both presenters answered this question affirmatively.

2. *Do you feel participants at this conference learned new and useful information?*

Both presenters responded positively to this question, with Dr. Weaver adding that the participants' responses to the follow-up evaluation will tell the story.

3. *Did you gain any increased understanding about the needs of practitioners as a result of this conference?*

The presenters responded yes and definitely yes to this question.

4. *Did the participants at this conference suggest any topics they feel should be researched to better meet their needs?*

Neither presenter felt any specific research topics were generated from the conference, although Dr. Anderson responded that requests were made about how to translate her research into dealing with particular situations.

5. *Do you feel you could effect future research should you discover a practitioner need?*

Dr. Anderson responded definitely to this question and stressed that her research is based on practitioner needs. Dr. Weaver responded "Indirectly, yes, but this is a tall order."

6. *Do you feel this conference will serve to increase the use of research and development outcomes among linking and dissemination agents?*

Both presenters answered this question affirmatively, with Dr. Anderson adding that it is uncertain the extent to which a two-day conference can accomplish such a task.

V. CONCLUSION

Evaluation data indicate that the R&D Speaks in Reading conference was effective in exposing its participants to selected R&D outcomes in reading as well as in enabling researchers to hear about the concerns and experiences of a group of practitioners. Responses to the conference reveal that research information is being used in the field as a result of this SEDL Regional Exchange activity. Letters from participants and requests for follow-up seminars supplement the evidence provided by the evaluation instruments that the conference was valuable to its participants and will benefit teachers in their classrooms. The reactions of the presenters show that the conference was valuable in providing them, as researchers, with increased understanding about the needs of practitioners. The group discussions on the second day of the conference served to assist participants in developing ways of disseminating the research information gained at the conference.

In summary, R&D Speaks in Reading was successful in promoting the three current goals of the R&D Exchange, which are:

- Develop, with other linkage and dissemination agents, ways to coordinate dissemination activities and resources
- Increase the understanding and use of R&D outcomes among linkage and dissemination agents
- Increase shared understanding and application among R&D actors of information about practitioner needs and efforts to meet those needs

J. D. GIDDENS
ASST SUPERINTENDENT
INSTRUCTION

JACK STRAHORN
ASST SUPERINTENDENT
STATE-FEDERAL

S. H. MC DONALD
ASST SUPERINTENDENT
FINANCE

State Department of Education

LESLIE FISHER, Superintendent
LLOYD GRAHAM, Deputy Superintendent
TOM CAMPBELL, Associate Deputy Superintendent

2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

December 4, 1978

Dr. Sharon Adams
Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701

Dear Dr. Adams:

Thank you very much for hosting the "R & D Speaks" reading conference.

I am pleased that I had the opportunity to be a participant in this new exciting adventure of bringing the classroom teacher and research together.

Please send me twenty copies of the Reading Research Publication by Dr. Weaver. I am planning to conduct workshops with the material.

Again, I want you and Southwest Educational Development Laboratory to know how much I appreciate the excellent services you provide for our department.

Sarah Webb

Sarah Webb
Reading Specialist

pl

cc Jack Craddock
Preston C. Kronkosky
Leonard Bates

MOORE PUBLIC SCHOOLS
400 North Broadway
Moore, Oklahoma
73160

DewAnn Strahorn
Coordinator
Reading

November 20, 1978

Ms. Sharon Adams
Information Resources and Services
Southwest Educational Development Lab.
211 East 7th Street
Austin, Texas 78701

Dear Sharon:

I want to again tell you how much I enjoyed the "R and D Speaks" Workshop on Reading.

The information Dr. Weaver and Dr. Anderson gave was excellent and will be extremely beneficial to the teachers in my district.

The entire workshop was so well planned and organized. The meeting location, accommodations, and transportation were all greatly appreciated.

I feel very fortunate to have had the opportunity to attend this workshop.

Sincerely

DewAnn Strahorn

DewAnn Strahorn
Reading Coordinator

DS/yrb

EDUCATION SERVICE CENTER
REGION VI

Route 2, Box 33A
FM 1374 (Possum Walk Rd.)
Huntsville, Texas 77340
Phone 713 295-9161

December 18, 1978

Ms. Sharon Adams
Southwest Educational Development Lab
211 East 7th Street
Austin, Texas 78701

Dear Sharon:

I want to thank you for the opportunity to participate in the Research Within Reach session in Dallas on November 16-17. I think that the session revealed some information that can be valuable to educators in our Region.

I would like to request multiple copies of the book if it is available. I will need copies for 20 Right to Read schools for January 9 and, if possible, would like 30 additional copies for a program to be presented at the Sam Houston Area Reading Council on February 10.

I am looking forward to sharing this research information because I think it has been written in a fashion that will be quite palatable to the classroom teacher as well as the administrator.

Sincerely,

Judy Bramlett

Judy Bramlett
Right To Read Coordinator

sm

"An Equal Opportunity Employer"

Texas Education Agency

201 East Eleventh Street
Austin, Texas
78701

• STATE BOARD OF EDUCATION
• STATE COMMISSIONER OF EDUCATION
• STATE DEPARTMENT OF EDUCATION

November 29, 1978

Ms. Sharon Adams
Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701

Dear Ms. Adams:

I wish to express my appreciation for having the opportunity to participate in the R & D Speaks reading conference. It was a very rewarding experience being involved in this high level conference.

The consultants were excellent!!!

Best wishes to you and your educational endeavors.

Yours truly,

Ora V. Scott, Consultant
Elementary Education Section
Division of Curriculum Development

OVS/aw

"An Equal Opportunity Employer"

Texas Education Agency

• STATE BOARD OF EDUCATION
• STATE COMMISSIONER OF EDUCATION
• STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

MEMORANDUM

TO: J. B. Morgan

THROUGH: Virginia Cutter

FROM: Patrick Martin

DATE: December 21, 1978

SUBJECT: State Reading/Dissemination Conference

As a followup to the Regional Exchange/sponsored "R & D Speaks in Reading" meeting, held recently in Dallas, we would like to cosponsor with Curriculum Development a similar conference for Texas educators. The Regional Exchange project at Southwest Educational Development Laboratory has agreed to supply consultants/speakers, material, and facilities for the meeting; our only expense would be staff time for planning and participation.

Dr. Celestia Davis has prepared a memo similar to this and is sending it to Dorothy Davidson through Dr. Leroy Psencik. Dr. Davis and I would like to have permission to proceed with the planning for this conference, tentatively scheduled for late spring or early summer. Participants would be Right-to-Read coordinators from the service centers, key reading specialists from school districts (selected by Right-to-Read coordinators), selected college and university people, and interested Agency staff.

If you need additional information, please let me know.

ac

cc Dr. Celestia Davis
Dr. Preston Kronkosky

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SEDL REGIONAL EXCHANGE

AGENDA

FOR

"R&D SPEAKS IN READING"

Dallas/Fort Worth Airport Marina Hotel
November 16 & 17, 1978

Thursday, November 16

8:30 a.m. - 5:00 p.m.

I. Introductions and Opening Remarks

II. Session I: Dr. Phyllis Weaver, Harvard University
(Presentation and discussion of Research Within Reach, a synthesis document of teacher questions on reading and the research which responds to these questions.)

LUNCH

III. Session II: Dr. Linda Anderson, Research and Development Center on Teacher Education, University of Texas at Austin
(Presentation and discussion of Dr. Anderson's recent studies on successful classroom management techniques, and their application to reading instruction.)

IV. General discussion and question period.

Evening Session
6:00 p.m. - 8:30 p.m.

A display of selected products, reports, resources, and publications concerning or based on reading research will be open to "R&D Speaks" participants from 6:00 p.m. until 8:30 p.m.

Friday, November 17

8:30 a.m. - 12:00 noon

I. State Groupings
Participants will gather by state groups to discuss:
- How the presented research could respond to individual state needs;
- Methods to effectively take home and disseminate the information presented at this conference.

II. Presentation of state group suggestions

III. Final group discussion and closing remarks

VII.

A LISTING OF MATERIALS DISPLAYED AT THE R&D SPEAKS IN READING CONFERENCE

Thursday Evening, November 16, 1978

Products

1. Pre-Reading Skills Program; University of Wisconsin R&D Center, Madison, Wisconsin.
2. Basic Reading Skills Program, Decoding Skills I & II, Reading Development Skills I, II, III; Southwest Regional Laboratory, Los Alamitos, California.
3. Communication Skills Programs: Reading, Spelling, and Composition; Southwest Regional Laboratory, Los Alamitos, California.
4. Bilingual Oral Language and Reading Program; Southwest Educational Development Laboratory, Austin, Texas.
5. The Wisconsin Design for Reading Skill Development: Self-Directed, Interpretive, and Creative Reading and Study Skills; University of Wisconsin R&D Center, Madison, Wisconsin.
6. Parent Teaching Packages: Blending Sounds, Sound Symbols, Vocabulary Building, Word Recognition; Exceptional Child Center, Utah State University, Logan, Utah.
7. Individually Prescribed Instruction in Reading; Research for Better Schools, Inc., Philadelphia, Pennsylvania.
8. Diagnostic and Prescriptive Reading Instruction; Appalachia Regional Commission.

Resources: Organizational Brochures and Selected Catalogs, Newsletters, and Reports

1. ERIC Clearinghouse on Reading & Communication Skills. Urbana, Illinois.
2. Institute for Research on Teaching. East Lansing, Michigan.
3. The U.T. R&D Center for Teacher Education. Austin, Texas.
4. Catalog of NIE Education Products. 1975.
5. Reading and Language Arts: Products from NIE. 1977.
6. Educational Programs That Work; Far West Laboratory. 1977.
7. Report on Reading (Right-to-Read Publication).
8. Back to Basics: A Resource Guide on Teaching Reading, Writing, and Arithmetic in Public Schools. ERIC/Educational Resources, Inc. 1978.
9. Center for the Study of Reading, University of Illinois, Urbana-Champaign.

Publications

1. EPIE Materials Reports. EPIE Institute. Analyses of Basic and Supplementary Reading Materials (No. 64). Selecting and Evaluating Beginning Reading Materials--A How-To Handbook (no. 62/63). Selector's Guide for Elementary School Reading Programs, Vol. 1 and Vol. 2 (No. 82m and 83m).

2. Findings of Research in Miscue Analysis: Classroom Implications. P. David Allen and Dorothy J. Watson, ed. ERIC Clearinghouse on Reading and Communication Skills and The National Council of Teachers of English. 1976.

3. Learning to Look. Jane Stallings. Wadsworth Publishing Company. 1977.

4. Learning to Read: The Great Debate. Jeanne Chall. McGraw-Hill Book Company. 1967.

5. Knowledge Base of R&D Outcomes in Reading. Northwest Regional Educational Laboratory. 1977.

6. Research Within Reach. Phyllis Weaver and Fredi Shonkoff. CEMREL, Inc. 1978.

7. Socratic Suggestions for the Mind Set of Teaching: A Manual for Those New to the Profession of Teaching Concerning the Establishment of Classroom Organization During the First Days of School. Nancy McKee. The University of Texas R&D Center for Teacher Education. 1978.

8. A Synthesis of Research in Basic Skills. Doris T. Gow. Learning Research and Development Center, University of Pittsburg. 1977.

9. Teaching All Children to Read. Michael A. Wallach and Lise Wallach. The University of Chicago Press. 1976.

10. Teacher Competence and Teacher Effectiveness: A Review of Process-Product Research. Donald M. Medley. American Association of Colleges for Teacher Education. 1977.